I

INAUGURAL SERVICES.

OPENING

OF THE

Provincial Normal School,

TRURO, N. S.

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INAUGURAL SERVICES.

THESE Services took place, according to intimation, on the 14th of November. The school had been opened for the admission and enrolment of pupils a week before, and these, to the number of 64, occupied the seats in the large room of the building. Long before the time appointed for commencing the business of the day, the whole of the available space was filled by ladies and gentlemen, several of whom had travelled a considerable distance to witness the ceremony. On and around the platform were seated the Hon. William Young, Attorney General; the Hon. Lewis Wilkins, Provincial Secretary; the Hon. Samuel Creelman, Financial Secretary; the Hon. H. Bell, Chairman of the Board of Works; several members of the House of Assembly, Clergymen of different denominations, Members of Board of Directors, Teachers of Normal School, etc. etc.

The Rev. ALEXANDER FORRESTER, Superintendent of Education, and Principal of the Normal School, at the time fixed, took the Chair, and invoked the Divine blessing on the undertaking. He referred to the arrangements made by the Directors for holding this meeting, and the great number of letters received from influential gentlemen throughout the Province, apologizing for their unavoidable absence on the occasion. A letter from Sir Gaspard LeMarchant, Lieutenant Governor, was read, stating that nothing but severe indisposition had prevented his Excellency's attendance, and expressing his warmest interest in the prosperity of the institution. Letters from the Lord Bishop of Nova Scotia, the Lord Chief Justice, Rev. Dr. Cramp of Acadia College, Dr. Evans of Sackville Seminary, the Rev. Mr. Tomkins of Gorcham College, J. W. Ritchie, Esq., etc., were also read, in which, all these gentlemen regretted their inability to be present, and expressed their most earnest desire that the Normal School might prove of great and lasting benefit to the education of the Province.

The CHAIRMAN now called on ADAMS G. ARCHIBALD, Esq., Secre-

tary of the Board of Directors, to lay before the meeting a brief account of the proceedings of that Board, when Mr. Archibald read the following statement :—

The Commissioners of the Normal School believe that a few remarks explanatory of the circumstances under which this building has been erected, and of the proceedings of the Board in discharge of the duties imposed upon them, would form an appropriate introduction to the ceremonies connected with the opening of the Institution.

A few years only have passed since the subject of Common School Education has asserted its right to a share of Legislative attention. One half century from the organization of the General Assembly of this Province had elapsed—two generations of men had nearly passed away, before any attempt was made to aid the establishment of schools throughout the Province by contributions from the treasury.

The Act of 1811, which introduced this feature into our legislation, gave a sum of £25 to every school sustained by a contribution of £50 from the people. But with the scanty population then inhabiting the rural districts, it is easy to understand that few schools could be found to maintain a teacher at the rate of £75 a year, and the Act must have been to a large extent inoperative.

For fifteen years, however, this continued to be the Law, and it was not till 1826 that its provisions were so modified as to appropriate to each county a special sum, and allow the Boards of Commissioners to determine what amount of salary paid by the people should entitle the school to a participation in the public grant.

The sum of £2,600 granted in 1826, was raised to £4,000 in 1831, but it was not till 1845 (only ten years ago) that the Legislature, in granting a sum of 11,170 for this service, made a provision in any respect proportioned to the importance of this great interest.

Five years afterwards a valuable improvement was made in the School Law. Provision was made in 1850 for a Superintendant of Education, and the office, by common consent, was conferred on our able countryman, Mr J. W. Dawson, who has lately received, in his promotion to the highest educational position in British North America, the well merited reward of his literary and scientific labours.

For two years Mr Dawson devoted himself to the improvement of our Educational Institutions.

In 1851, the Committee of the House of Assembly on Education, adopting his views in reference to the value of a Normal School, reported a Bill to found such an institution, which was introduced by the late Mr George Young, Chairman of the Committee, and carried through its earlier stages, but was finally lost on the third reading.

In 1852, Mr Dawson renewed his recommendation, but the Assembly of that day, engrossed with the exciting topics growing out of the Rail

Road Legislation, had no time for the discussion of subjects like this, requiring the exercise of the most calm and cautious, as well as of the most earnest and serious, deliberation. And Mr. Dawson, disheartened to see a cause in which he felt so much interest, excite so little attention, resigned his situation and retired into private life.

His labours, however, were not lost. The discussions he had promoted in his official visits throughout the Province, began to act upon public sentiment, and when the Financial Secretary, in 1854, introduced the Bill which had been rejected but three years before, it met a happier fate. And we are this day assembled to celebrate the opening of an Institution established by that Bill, and now ready to commence active operations,—an Institution which, it is sincerely hoped, will give a powerful impulse to the cause of Education in this Province, and be the means of conferring on its population the inestimable privilege of a superior class of common school teachers.

The Bill appropriated £1,000 to the purchase of a site and the erection of a building, with suitable furniture and apparatus.

This sum, contrasted with the magnificent appropriation of a sister Colony, reminded the Commissioners of their duty to seek, in some of the plainest and most unpretending of these establishments, a model better suited to their circumstances than the buildings erected by Canada at an outlay of £25,000.

Mr. Dawson was charged with the selection of the design, and the building, within which we are now assembled, was sketched by him, in some measure, on the model of a Normal School in one of the smaller States.

The building itself has cost about £800, and those who are conversant with the recent advance in all the elements of labour and material which enter into the question of cost, will be satisfied that it has been erected at a very moderate price.

The ground originally purchased for the school, and comprising five acres, cost about £200, while the furniture and apparatus have added to the outlay a sum nearly equal to the additional grant of £300, made last winter to complete the Establishment.

Besides the property immediately designed for the purposes of the school, the Commissioners, with the sanction of the Legislsture, and with the sum of Four Hundred Pounds granted to them last session for the purpose, have possessed themselves of the dwelling house standing to the eastward of this building, and a hundred acres of land adjoining; and they hope before another year shall have elapsed to see established in connection with the school an Experimental Farm such as this Province ought to possess, and for which the lands purchased by the Board are well adapted.

And now Sir, allow me in the name of the Commissioners of the Normal School to hand over to you as Superintendent of Education, this

building with its furniture and apparatus; and we do so in the assured confidence that the energy and ability and wise discretion, with which you will discharge the important duties committed to you, will be long felt in their powerful and salutary influence on the prosperity of our Common School Education.

The Reverend SUPERINTENDENT then rose and delivered the following Address:—

Ladies and Gentlemen:—You have just heard a statement of the proceedings of the Directors of this Institution, and it now devolves on me, placed as I am at its head, to address to you a few words, touching the work to be done within these walls, the provisions and arrangements made for carrying into effect this important educational undertaking.

Never, I believe, was there a period in the history of the world when the call for a sound popular education was so loud and so prevalent, as at the present moment. Those embankments which so long stood as the defence of the prerogatives of the arbitrary, lordly despot—which formed the line of separation between a dominant oligarchy and an oppressed democracy, have been, in many countries, recently broken down, and the torrent of popular rights, of the claims of the masses, is now sweeping along and threatening to bury under its surge all those distinctions, which, ancestral rank, or patrimonial possessions, or justly earned laurels, may have created and fostered. And this is no sudden outbursting inundation, which, however desolating and destructive for the time will soon be lost in the ocean of oblivion, and only the trace of its effects, if so much, be found. It is the result of a law of universal application,—the law of human progression;—that law which is destined to elevate man to the highest dignity, when all that is physical and intellectual shall be rendered subservient to the moral, and the moral serve the high and exalted ends of his nature.

And what is to be done to accelerate a consummation so glorious? Is it to attempt to bid back the torrent by some authoritative fiat, or by mere brute force to shut it up within its ancient inclosure. No. What then! It is to impart to it a right direction. It is to preserve it within its legitimate channel. It is to cast into its bitter and noxious waters the tree of intelligence and morality, that being thus sweetened and purified, they may spread their salutary influence far and wide.

In one word, and to speak without a figure, the masses of the people must be enlightened, that they may duly appreciate the essence of true liberty; they must be taught to respect the rights and immunities of others if they would have their own respected; they must be trained to the observance of social order, if they themselves would taste of its security and happiness. And all this can only be effected by the dissemination amongst them of a sound Christian education,—an education commensurate to their

wants and necessities,—an education reaching to the very substratum of society,—a thorough popular education. Would that magistrates and legislators, statesmen and philanthropists realized the vast magnitude of such an education! Would that communities, as communities, were thoroughly convinced that those who devote their time and their energies to the promotion of such an education are their greatest benefactors, and entitled to their highest honors and rewards! Would that nations as nations believed that in this education the main bulwark and glory of their strength consist!

And on what, let me further ask, does the success of a national popular education mainly depend? On the capabilities of the living agents, on the qualification of the teachers. And what is that qualification? It is something more than a knowledge of the subjects to be taught, or of the powers and dispositions of the recipients;—something more than a character of the most unblemished, benevolent description;—something more than a correct theoretic view of the best and most approved methods of school organization, or of this and that branch of education:—even a practical capability of teaching,—a capability which, however much it may be aided by a natural enthusiasm or an inherent aptitude for the work, can alone be matured and perfected by actual experience, by a long process of experimental preparation.

Now, Normal Schools have been set agoing for this express purpose, —the purpose of imparting this very qualification; and this not merely by giving the best possible instruction, and presenting the most complete exemplification of a good and sound education, but by training the pupils in attendance to act as efficient teachers. Thus, are these institutions, [illegible] thoroughly equipped, the apprentice workshops of the land in which [illegible]re established—the colleges of the people,—the personification of [illegible]he education of the country ought to be,—the magazines for sup[illegible] teachers according to the wants of the population—the reservoirs whence flow forth those fertilizing streams by which the health of the rising generation, physical, mental, and moral, is preserved and nourished. Need we then be surprized that in all countries where education has assumed a thoroughly national aspect, Normal Schools should occupy such a prominent position—or that Monsieur Guizot, one of the most enlightened educationists, as well as one of the most distinguished statesmen, should express it as his most decided conviction "That that state has yet done nothing for popular education, that does not watch that those who devote themselves to teaching be well prepared."

And this brings me to speak more particularly of the plans and arrangements connected with our own Normal School.

Every well equipped Normal School consists of two departments, the Teacher's Seminary and the Model Schools; the former being for the communication of professional instruction, and the latter for experimental

training; the one for the unfolding of the principles of education, and the other for the imparting of the art; that for the expounding of the best mode of communicating knowledge, and this for reducing it to actual practice. The Teachers Seminary is all that is yet completed, consisting of the spacious room we now occupy, capable, according to its present arrangement, of accommodating seventy-two pupils, with two recitation rooms, a library and a museum. And of these, considering all things, I do not think any Nova Scotian has any caue to feel ashamed. The Model or Training Schools have yet to be erected. The Normal School Bill passed by the Legislature in 1854, contemplated the converting of the common schools of the place into Model Schools, but this arrangement I have all along disapproved of, as altogether impracticable. If these schools serve the end for which they are intended, as an integral part of a Normal Institute, they ought to form patterns to all the other schools in the country, in architecture and furniture, in external and internal arrangement; they ought to be exhibitions of the mos. approved methods of the organization, the discipline and management of a common school, as well as of the whole style, and character of the education given; and still more and above all, they ought to furnish a practical exemplification of the instruction imparted and the principles inculcated in the Teacher's Seminary. And how, I ask, can these ends be accomplished, unless these schools are entirely and absolutely under the same system of management and control as the Teacher's Seminary;—unless they are completely under one head, and so arranged as to act in perfect concert? And therefore it was not at all surprising to me, when at Framinghame, Mass. last spring, the only place, I believe, where the experiment has been tried, to find the attempt entirely abandoned. I trust that in these circumstances the Legislature will evince its usual liberality in the cause of common education, and, during its next session, grant such a sum as will be sufficient for the erection, not only of two Model Schools for the primary or elementary department, but also one Model Grammar School, for the latter is just as useful as the former, as attested by the experience of Upper Canada. Then shall we be in a position to say to the candidate—Teachers, "We have given you a knowledge of the facts or truths of this or that branch of education—and we have unfolded to you the principles on which these facts depend, repair to the adjoining building and there will you see the whole in living embodiment, there will you be taught by example as well as by precept, there will you, there must you acquire a practical knowledge of your business, for beyond the precincts of this establishment shall you not depart, until you not only know the use, but can practically handle all the tools of your future profession."

But there is another matter connected with this educational undertaking, to which I must briefly advert—viz., the experimental Garden and Farm. There are three grand mines or treasures in this Province; one

is in the sea, another in the bowels of the earth, and another on its surface. Of these three sources of wealth and of economic comfort, the last is in our opinion, the most directly and immediately important. Much has already been done in the cultivation of the soil, and in the development of its resources; much is now being done, but much yet remains to be done. Our far-famed AGRICOLA must become a *living* epistle. Its profound, scientific principles must be transferred from the printed page to the open field—and be actually bodied forth in drainage, in subsoil ploughing, in the application of the fertilizing media in the appropriate rotation of roots and grains, etc. The stock which his Excellency, the Lieutenant Governor, is so assiduously and perseveringly introducing into the Province, must not only be kept from degeneracy but be improved and perpetuated. And how is all this to be effected? By the diffusion of sound and enlightened information, in the first place, and by actual experiment, in the second. And by what means is this information to be disseminated, or the living proof to be presented? The written word may do much—the public lecture may do more—but the grand medium of propagation is by the instructors of our youth in every locality. In their studies here accordingly it is our full intention to do ample justice, to give high prominence to vegetable physiology and agricultural chemistry.—And in this department too we shall have our model school, in the shape of an Experimental Garden and Farm. There will the Candidate-Teachers have full opportunity of perceiving with their own eye the application of science to the cultivation of the soil, and of observing the actual results. And not only so, but they will learn by practice the very way in which the implements of horticulture and agriculture should be used, so as to produce the greatest results by the least expenditure of physical strength.

And this knowledge, both theoretical and practical, they will not only communicate to the youth under their charge, but they will display it in their own garden; for we do trust that the day is not far distant when the garden for experimental purposes, as well as for moral training, will be considered as indispensable to the school-house as the furniture within its walls. And is it possible to over-estimate the benefit accruing therefrom to the Province, or how largely it will contribute to the advancement of its economic welfare,—not only by publishing abroad the results of the experiments made, but by distributing throughout its length and breadth, all new vegetables and fruits, all new roots and grains, whose adaptation to our soil and climate has been fully tested and proved.

Such is a brief outline of the work to be done in connection with this establishment. It will be observed that I have said little or nothing in reference to the system of education to be pursued or the principles on which it will be conducted. The views we entertain on these vitally important points we shall have occasion more fully to set forth when our model or practising schools come into operation. Suffice it here briefly

to say, that the system, the *Norma* or rule of education which we have adopted, and which we intend to carry into practice, is that system which treats not so much of words as of things,—that system which consists not so much in the amount of instruction as in the mode of its being communicated,—that system which, intellectually considered, exercises and developes not one but all the faculties which the Creator has bestowed on his rational offspring, and all in beautiful harmony; and all this by a process of picturing in words the idea or lesson intended to be conveyed:—that system which, morally regarded, deals not so much in dogmatic theology, as in actual practice;—not so much in enjoining and exemplifying, as in training with a view to the construction of character, the formation of habit;—that system, in short, which regards man not in part but in whole, as a complex being, physical, intellectual, and moral, and which educates him accordingly;—a system this, which, as it is the most natural, is the most philosophical, and comes recommended to us by the highest of all authority, even of Him "who needed not that any should testify of man, for he knew what was in man."

And, having thus indicated the system, need I enlarge on the principles on which this Seminary will be conducted. That knowledge is power is a self-evident proposition. But it ought to be borne in mind that it is a power for evil as well as for good; and, therefore, all depends on the direction it receives. And hence the necessity, the indispensable necessity of inculcating lessons of soundest and broadest morality. And where are these lessons to be learned? Where but at the fountain-head of all morality—the Bible. Just as we would learn our lessons of astronomy at the feet of a Newton, or of mechanism at the feet of a Watt, or physical exercises at the feet of one who is the very embodiment of military obedience, promptitude, and precision—so would we learn our morality at the feet of Him who taught as never man taught. But not only must the morality of the Bible,—that morality which springs from the love and fear of the Supreme Being,—be enforced by every possible consideration and motive; it must also be practised. There must be a thorough moral, as well as a thorough intellectual and physical training;—and it is this that puts the copestone upon the whole of the gorgeous, the symmetrical temple of education. Then, and not till then, have we any reason to expect the full-grown, the ripe fruit of a national education. Then, and not till then, will the glory of popular education shine forth in all its resplendent lustre,—in the intelligence, the liberty, the order, the happiness and the prosperity of all ranks and degrees in the community.

In conclusion, allow me, with all respect, to express the hope that as the Legislature has now laid the only solid foundation for providing a competent supply of efficient teachers for the Province, they will go on, and in their wisdom devise those measures and pass those enactments, essential for the erection of a goodly superstructure thereon; such, for

example, as a more adequate and certain remuneration for the teachers, a thorough system of local inspection of schools, the elevation of the standard of teaching qualification and the like. The Province has, by the attendance of so many pupils at this the first session of the Normal School—an attendance which, considering her population and her means, is, we hold, unparalleled in the history of Normal Schools—furnished the most unmistakeable evidence of her approval of the step which the Legislature has already taken in the passing of the Normal School Bill. Let it then be encouraged and emboldened to hold on the course it has already so nobly begun, satisfied that it is in this way, and in this way alone, the evils of ignorance will be dissipated, the productiveness of human labour augmented, pauperism and crime diminished, and the prosperity and happiness of the whole community largely increased and perpetuated.

After this address, the Superintendent stated that the Directors had not deemed it expedient to draw out resolutions, but had left it to the gentlemen present to follow the train of observation they might think most suitable and profitable for the occasion, and called on the following gentlemen in order, to address the meeting.

The Hon. WILLIAM YOUNG, the Attorney General, said, that having come from town for the express purpose of being present at this ceremonial, he could not but congratulate the Superintendent and the Commissioners on the signal success that had attended it. Sixty-four pupils, drawn from all parts of the Province, surpassed the utmost expectations he had formed, and from the honorable motives that had brought them there, were an earnest of future excellence, and indicated a wholesome spirit widely diffused through our people. The first Normal School in the State of New York was formed early in the year 1845,—that of Toronto, which might serve as a model on this continent, began in 1846.—Our commencement was on a more humble scale, but much might be expected from so many of the elite of our youth pressing voluntarily forward and having determined to train themselves to an independent and intellectual pursuit. It gave him also peculiar pleasure to observe that the majority of the pupils were females. The experience of New England had shown that they were better fitted and more to be relied on than male teachers for primary schools. Sidney Smith had drawn in one of his works an engaging picture of an old crone, toothless, with bleared eyes and palsied hand, but who was still the benefactress of the village, as the instructress and guide of its youthful population. How much more, then, ought we to rejoice, when forty of the maidens of our land now seated before us, were about to dedicate their fresh energies, and the very bloom of their youth, to the training of the infant mind. Their example could not fail to exercise a most beneficial influence on the society around them. Truro had been long noted for the beauty of its scenery—too attractive,

perhaps, according to the maxim of Dr. Watts, for severe and continuous study—it had contributed to the Legislature of the country, in the late Master of the Rolls, one of its most gifted minds,—and it would earn a new claim to distinction if, by a wise liberality, it set the example to the Assembly of fostering and endowing this new institution. The Superintendent, in his excellent paper, had opened up great designs—two model schools—a model grammar school—a botanic garden—an experimental farm. How far the Legislature would be disposed to meet these expectations he was not prepared to say, nor would it be wise to give pledges on the part of the Government. The success of the experiment would generate a kindly feeling on its behalf, and this county and township, deriving a more immediate and local benefit, should offer some contribution towards its extension and support. But while he thought it incumbent on him to speak guardedly, it must not be supposed that the government was insensible to the increasing and urgent necessity, the paramount importance and value of providing a better education for the people of the Province. On the contrary, a measure of a fundamental and comprehensive character was in course of preparation and would be presented to the Legislature at its next session, and sustained as he had reason to hope by the powerful influence of the Lieutenant Governor and by all the members of his Council. He trusted there would be found in the new House the intelligence and public spirit to carry it through, that this large and influential meeting, each in their private spheres would recommend it to public favor and that members would no longer dread the opposition or resentment of their constituents. This auspicious opening was the first step of a new era in our educational history. The Normal School of Glasgow, with whose practical workings Mr. Forrester is thoroughly conversant, was pronounced by Dr. Kay in his evidence before the House of Commons, and by other high authorities, as the best in the world. The Superintendent, therefore, had derived his experience from the purest model, and every one must admit his ability and zeal. He had selected his two assistants, Messrs. Randal and Mulholland, with the cordial approval of the Government. Rules had been framed to preserve the strictest decorum and the studious diligence of the pupils—their attendance each at their own place of worship, when such place was to be found in the village, was required, while any interference with their religious opinions, would be carefully avoided. And in conclusion he had pleasure in saying that he felt himself amply repaid for the fatigue and time devoted to this journey by the air of cheerful animation, which had pervaded the whole of the ceremonial—by the happy faces that were beaming around, and by the just expectation of solid advantages to the pupils and to the mass of the people. (The Honorable gentleman who had been frequently interrupted by plaudits during his speech of which the above is only an outline, resumed his seat amid loud cheering.)

The Hon. PROVINCIAL SECTERARY said,—"Reverend Superintendent, I am glad that I am not of the number of those whose excuses for absence have been read at your table, for it has afforded me much pleasure to be present on an occasion so interesting as the auspicious inauguration of an Institution fraught, as I believe this is, with promise of future benefit to Nova Scotia. I feel however that I am here not merely as a private individual to indulge curiosity, or to receive pleasure, but as a member of the Government charged with grave responsibilities, and with none more grave than that which relates to the education of the people. Something is even now in progress to encrease the material wealth, and promote the physical prosperity, of the Province. As we advanced towards Truro, yesterday, on our slow and wearisome journey, over, or rather through, roads that aptly enough illustrated, the necessity for some improvement in the means of locomotion, an earnest of this to be accomplished at no very distant period was certainly afforded by the spectacle of operations at a railroad, and at a canal. But, whilst we beheld with interest these important works having for their object all those advantages which have invariably attended these improvements wherever they have been introduced, we reflected that their value would be greatly enhanced, if those for whose benefit they are designed were taught how to render most available the natural resources of their country, the labor of their own hands, and those appliances which art and science might place at their command. To promote this object I can conceive nothing more conducive than the agency of those young persons of either sex, now before me, who are thus devoting their youthful energies to the sacred cause of educating the young, desiring to be systematically taught themselves, in order that they may be qualified systematically to instruct others. This, indeed, is the especial design of this institution, and it was well remarked by a Reverend gentleman whose absence we have to regret, that he regards its legislative creation, as an important era in the history of our country. That our future annalist will, also, so consider it I am fully persuaded. If you who aspire to become teachers, impressed, as I trust you are, with a becoming sense of the very important parts you are destined to perform on the great theatre of moral action in your native land, act up to your duties, and I may add, your privileges, whilst here, and when you go forth from these quiet seats to the various spheres of usefulness that lie beyond, there faithfully perform your appointed work of labor and of love, and you may be assured that in some greatly advanced stage of educational progress, when it shall be viewed in contrast with its present state and in connexion with its intermediate conditions, the importance of your efforts and acts will be gratefully acknowledged, and your memories will be blessed when you are in your graves. Distrusting every system of education which is not based on the broad leading principles of christianity, apart from diversity of sects or of opinions, I hope that the in-

struction which you receive here will rest on that support, and that it will form the foundation of that teaching which you shall hereafter impart to others. I cannot concur in the opinion intimated in the note addressed to you by a high dignitary of the Church of England as to the superiority of Halifax to this place for the seat of this Institution. The sacred abodes of learning in the British Isles were selected by our ancestors from the seclusion and rural quiet that originally prevailed around them—circumstances more favourable, in my judgement, to intellectual and moral culture, than the attractions and the allurements of populous cities. Besides, we must consider that a normal farm and gardens, in connexion with the main design, are in contemplation, and in this view there, surely, can be no comparison between the granite rocks of the metropolis, and the fertile intervale of Truro. The attainment of this secondary object is evidently to be desired, for we can scarcely adequately estimate the advantages to result from it. They will, indeed, be great, if those who aspire to success in the noble profession of agriculture, or in the delightful pursuit of gardening, may, hereafter, resort hither, and not merely learn, within these walls, the theory of those sciences, but in the fields and parterres around them, acquire a practical knowledge of them, if here they may learn how every agricultural operation can be performed upon the most effective, and economical principles, beholding the actual results of the most improved experience of other lands, and of the most scientific discoveries and attainments of other men. Very recently I read a striking instance of the advantage of education in relation to the improvement of the land.—The gentleman referred to had become the owner of a large tract of land, the greater part of which was a bog, useless in itself, and by its percolating waters greatly injuring another portion which was of better quality. To drain the swamp was, of course, indispensable, but he reflected if whilst doing this he could not turn the waste waters to account: This he accomplished by directing them through passages cut in the lime stone rock, below, in such quantities, and at such periods, as enabled him by their means to set in motion a machinery that performed the most important operations of his farm. This very morning, turning over, at the hotel, an old file of the Albion newspaper, a celebrated speech of Lord Brougham was presented to my eye, and recalled to my memory, which, in the nervous language of that remarkable man, expresses the dignity and the influence of the calling which you have chosen. After Mr. Canning had been driven from office, and the great Captain of the age had assumed the reins of power, Lord Brougham said, "Field Marshall the Duke of Wellington may take the Navy, may take the Army, may take the mitre, may take the great seal, I will give him all these, and I will go forth to battle with him, relying on the strength of the constitution, and I will defeat his attempts to invade it though he appear in full military array." "We are reminded," he continued, "that a great soldier is at the head of affairs, but

there is a personage now in the world less imposing indeed, but far more influential,—the schoolmaster is abroad, and he will prove more than a a match for the great soldier, though armed in panoply of proof." Most deeply must we deplore the loss of that great soldier removed from us when "our need is the most." We live in peace and quietness whilst the din of arms, wars, and rumors of wars, rage, and are heard from afar by us though not indeed unmoved and unaffected by them! It is obvious, however, that if a sound moral and religious education were even general in its operation, and its influence, War, that dreadful scourge of the human race, would cease, for the people would be too humanized and too enlightened to permit a despot from the lust of power to play the deadly game of which the forfeit is their peace, and blood. Philosophers do not hesitate to attribute, and, to a certain extent they justly attribute, much of the crime that causes so many to be arraigned at the bar of justice, to responsible rulers who have failed to procure for these unhappy men education to shield them from the temptations of evil. A large number of criminals, in every land, are, unquestionably, of the number of those who have not had the benefit of moral and religious training, and, therefore, none can too highly estimate the duty of those in elevated stations to promote by all possible means, the education of those who are unable, or unwilling to receive instruction. It is affecting to reflect that it was whilst eloquently expressing this sentiment to a grand jury, and whilst, in connexion with it, lamenting that want of cordial sympathy and social feeling, between the higher and lower classes in England which he thought had much to do with the growth of crime, that a learned judge and most amiable man lately yielded up his breath. Young ladies and gentlemen, you are entering upon a course that will enable you, in a very few years, to exert an important influence upon the future destinies of your countrymen, and, being persuaded that the hopeful anticipations of your future usefulness, which are confidently indulged to day, will not be disappointed, I conclude with the expression of a fervent hope that the future educational condition of Nova Scotia, as compared with the present, may be as the splendour and cheerfulness of to-day, contrasted with the obscurity and the gloom of yesterday, and that the future career of your combined exertions may be as harmonious as the strains of your own village band, to which we have just listened with so much gratification.

The Hon. S. CREELMAN spoke to the following effect. Mr. Superintendant, Ladies and Gentlemen:—If ever I wished for the gift of eloquence it is on the present occasion. I find myself entirely incapable of giving expression to the feelings which I experienced upon entering this building to-day. When I beheld the interesting spectacle of so many intelligent looking young persons as these now before us, who have entered as pupils for the purpose of becoming qualified for the important office of teachers, and thereby affording such a decisive manifestation of the urgent necessity

that is felt for this institution, I thought to myself: This is enough. I could not do otherwise than heartily rejoice at the prospect which our country now enjoys, of being, ere long, supplied with that which, above all other things, is most essential to its prosperity—*a band of competent and well trained Educators.*

To form a proper conception of the important position of the Educator, and the value of his services to society, it is necessary to refer to the nature and worth of Education. To this subject, therefore, I shall confine my remarks on the present occasion. Education may be viewed in a restricted, or more extensive sense. In the former, it may have reference only to the fitting of the child for the future man, but in the latter sense, we ought to view it as the instrument of fitting man for his future being. Hence it has been so often and so variously defined, that it becomes difficult to know which definition to select. One writer on the subject has said: "Education should have for its aim the developement and greatest possible perfection of the whole nature of man, his moral, intellectual, and physical nature. My *beau ideal* of human nature would be a being whose intellectual faculties were active and enlightened, whose moral sentiments were dignified and firm, whose physical formation was healthy and beautiful: whoever falls short of this, in one particular—be it but the least, beauty and vigour of body—falls short of the standard of perfection. To this standard I believe man is approaching, and I believe the time will soon be when specimens of it will not be rare." It must, indeed, be admitted that this is an elevated standard, that it is a high prize to press forward to; and yet who can say that it is above the reach of man. But hear another definition. These are its words: "Education includes all those influences and disciplines by which the faculties of man are unfolded and perfected. It is that agency that takes the helpless and pleading infant from the hands of its Creator, and apprehending its whole nature, tempts it forth now by austere, and now by kindly influences and disciplines, and thus moulds it at last into the image of a perfect man, armed at all points to use the body, nature and life, for its growth and renewal, and to hold dominion over the fluctuating things of the outward world. It seeks to realize in the soul the image of the Creator. Its end is a perfect man. Its aim, through every stage of influence is self-government. The body, nature, and life are its instruments and materials. Jesus is its worthiest ideal, Christianity its purest organ. The Gospels are its fullest text book, genius is its inspiration—holiness its law—temperance its discipline—immortality its reward." These are undoubtedly strong views, and yet who can deny that nothing less would be adequate to the wants of man? But even in a more restricted sense, education, when viewed as the means of improving the moral and intellectual faculties, is a subject of the most imposing consideration. To rescue man from that state of degradation to which he is doomed unless redeemed by education, to unfold his physical, intellectual, and moral pow-

ers, and to fit him for discharging the duties, and for enjoying the social privileges of a rational being, cannot fail to excite the most ardent sensibility of the philosopher and the philanthropist. A comparison of the savage that roams throughout the forest, with the enlightened inhabitant of a civilized country, would be a brief but impressive representation of the momentous importance of education.

If these sentiments be just, what object can be more interesting to society than that which refers to the forming of those arrangements, and the establishing of those institutions, upon which it must depend for the instruction and training of the young and rising generation? To what an important eminence does it elevate the teacher? How high and holy does it exalt his mission? The time has gone by when men thought the mission of the schoolmaster was to beat the rebellious will into submission, to teach the barest elements of mechanical instruction, or to keep a herd of children out of harm's way. There is a story of a German schoolmaster, which shows the low notions which may be entertained of education. "Stouber, the predecessor of Oberlin, the pastor of Walbach, on his arrival at the place, desired to be shown the principal school-house. He was conducted into a miserable cottage, where a number of children were crowded together without any occupation. He inquired for the master. 'There he is,' said one, as soon as silence could be obtained, pointing to a withered old man, who lay on a little bed in one corner. 'Are you the master, my friend?' asked Stouber. 'Yes, sir. And what do you teach the children? Nothing, sir. Nothing! how is that? Because, replied the old man, I know nothing myself. Why, then, were you appointed the schoolmaster? Why, sir, I had been taking care of the Walbach pigs for a number of years, and when I got too old for that employment they sent me here to take care of the children.'" Now, although this specimen is inferior to anything ever recognized as a school in this country, yet it is not beyond the recollection of some when a great majority of our schools were taught by persons whose services were rated extremely low in any other employment. But happily, there is an improvement; and, although we are far from being as careful in the selection of teachers as we ought to be, yet men are beginning to realize the fact that there is in the infant mind the germ of a spirit that can hold converse with the spiritual world, and will outlive the destruction of this material universe,—that there is there the first rudiments of mental greatness and moral grandeur, which need but the skilful educator and the blessing of God to make them expand into possessions more beautiful and more precious than the most exquisite creations of mechanical skill. And, Sir, the civilized world is fast coming to the conclusion that as the materials upon which the educator has to work are of the most precious description, he should be a workman of the very highest skill. Upon the manner in which he does his work the hope of a whole generation depends, and, in a measure, the gradual developement of the human race. It requires but

little reasoning to convince every one that the whole success of popular education depends upon the skill and qualification of the educator. "As is the teacher so will be the school." Every school possesses its peculiar and distinctive character, and that character is the character of the master. The educator should be a perfect example to his school. I remember a circumstance which took place in the first school I ever attended. There was under a closet, in one corner of the building, a place called the black hole, where delinquents were sometimes confined for punishment. On one occasion another boy and myself were sentenced to the black hole. We had been but a short time in *durance vile*, until a number of the scholars —having on their bonnets and cloaks as if they were going home—came to the outside of the building, and informed us through the apertures of the underpinning that the school was dismissed, and we were to be kept there for six weeks. Well, we of course thought this a rather serious matter, and our first concern was, What shall we eat? My fellow prisoner affirmed that at a certain depth in all places sweet sicily was to be found, and accordingly we set to work to dig. Before we had made much progress in digging, or were much in need of food, the bars of our prison were removed, and upon being released we found the master and scholars in the school-room. The teacher had, therefore, in the presence of the whole school, instructed a number of the scholars to go to us with a deliberate untruth! Now, Sir, I suppose this transaction was thought very little of at the time, but I assure you I cannot now think of it but with painful feelings. When I say that the teacher should be a perfect example to his school, I do not mean that he should be a perfect *man*. But his conduct before his pupils should at all times exemplify the precepts which he recommends. Of what earthly use can it be to expatiate on the beauty and value of truth, when the quick-sighted scholars know that at every examination of the school, the teacher palms a cheat upon the world by a system of deceitful cunning? We have only to think how readily a child takes impressions, and how prone he is to be affected by any influence, good or bad—how accessible his heart, and how easily his affections are moved —and we will not be surprised that the whole future senior life is in the keeping of the teacher, to whom it appertains to guide the first tottering footsteps, and to cast its die, for moral weal or woe, to its dying hour.— There are brain stultifying and mind crushing schools. There are schools in which the best sympathies of our nature are cherished. And, sir, there are schools in which the temper is soured, and the mind rendered a prey to hurtful and vicious passions.

Our schools are not yet sufficiently formed after the model of a home, and the teacher after that of a parent. The old bo[illegible]f the master is that he stands in the place of the parent; and so he should: but in order to do so he must bear in mind that as in the home circle the loving husband is the *houseband*, so in the school the loving teacher should be the *schoolband*.

Does he rule his little empire by the law of love or of fear? Does he secure order, obedience, and industry by infusing the spirit of work from a lawful desire to please others, or honest love of approbation and from the principle of duty, or does he force results, if not by a rod of iron, by the rod of hard and elastic wood. I am no advocate for weak discipline, properly so called, but that should not be called discipline which crushes the spirit of the child, instead of moulding his waywardness into pliancy of character. There are no arguments in favour of the rod. It is indeed, a very easy expedient—an irresistible argument, which the worst master, who has but a man's strength, can employ. But it seldom produces a good effect, and frequently the reverse. Corporal punishment, when any thing good is left in the boy, breeds a reckless temper, that defies the pain in the bold, and tends to depress and to extinguish the becoming self-esteem, and spoils the very spirit of the more gentle boy. As war is the last appeal of kings, death the last appeal of the law, so the rod should be that of the schoolmaster. I do not mean to say that all punishment is unnecessary, I know it cannot be dispensed with, but it should consist in the *moral* sense of disgrace and not in the *animal* sense of pain. A boy may enter a school amiable and brave, and by six month's bad management leave it obstinate and stubborn. The master has never courted his affections, or challenged his confidence; and now he despises pain without flinching, for it is the price at which he buys the secret admiration of his peers. Severity either begets defiance or it begets terror. If defiance, then all discipline fails, unless you can pass from rods to scorpions, and from scorpions to thumb-screws. If it begets terror, terror will take its refuge in cunning or falsehood, and as all the blossoms of nobility of character drop off one by one, instead of a man noble and dignified in character, you have made a slave of the boy.

Perhaps it may be thought that I am saying more than is necessary on this point, and that I am occupying time in discussing a subject which it will be your duty, Mr. Superintendent, to impress upon the minds of your pupils: but my excuse is that I feel that the mode of discipline in schools is second in importance to nothing that refers to their management. I have seen the pernicious effects and ruinous consequences of tyrannical rule, and I have witnessed the happy fruits of the law of kindness in schools, and I am convinced that we have used the rod too long; and although there is happily an improvement in this respect, as well as in others, yet there is a loud cry and urgent necessity for a further advance in the same direction. It is time that parents speak out on the subject, and instead of encouraging the free use of the rod in schools, to prohibit it. I know that many parents enjoin strictly on the children the rule that no tales are to be told out of school. But, Sir, I deny that any teacher has a right, or any necessity to do any thing in his school, which should not be known throughout the whole school district. Let the teacher not enforce his authority by

the use of the rod, but let him remember that another and a better instrument has been provided for him, and that instrument is love; and I will venture to say that while his authority is upheld by that, he need not fear the loss of reputation or any other loss that will result from telling tales out of school.

But, Sir, I will not detain you longer, only to add: If these views are correct, and sure I am that I have not overrated the importance of the subject, but have to regret my inability to do justice to it, and if it be to this institution that we are to look for competent teachers for our schools, then surely it should be the hope and desire of every well-wisher of our country, that the Lord will mercifully vouchsafe a bountiful measure of his richest Grace to those who are to have the superintendence of it, and that it may prove a blessing to the land, in training up teachers who shall have, not only the qualifications necessary to their important calling, but a due sense of the motives from which they should act, and the ends which they ought to seek, in the whole course of their lives.

Hon. HUGH BELL said. Mr. Chairman:—I feel that the remarks you have made in reference to me are far beyond anything I merit. I thank you for your kindness—but on this subject I will dwell no longer.

This meeting is interesting on account of the object in view,—which is, to adopt the best mode of communicating and diffusing Education. This implies much more than is generally supposed, and much more than was formerly considered necessary, and much more than is practiced by many teachers. It embraces, as our chairman has stated, and eloquently illustrated, not merely a verbal repetition of certain rules and phrases committed to memory, but the exercise of our powers, physical, intellectual, and moral; these, properly considered, being intimately associated. The system sought by this institution now to be introduced, is well adapted to this purpose. A Normal School is designed for the purpose of teaching teachers how to teach. It is to teach by Rule, and thus to introduce, which also is of importance, a uniform mode of teaching, and that mode keeping the attention awake by the united exercise of the physical, intellectual, and moral powers.

My friend, the Financial Secretary, has denounced the old fashioned mode of instruction, and shown by his statement of the well-remembered black hole discipline, the inutility, as well as the cruelty of enforcing instruction in this manner. I have also a very vivid recollection of such disdiscipline, and its effects on myself, in early days. I went to school to a person who was a particular friend of my father. If I made only a blot, when learning to write, on my book, he would make me kneel down at the foot of the writing table till he had leisure to impress his instructions more forcibly on me, as the son of his particular friend, my father, by laying me across the table, and with a heavy cat making me feel how much he earnestly desired I should remember what he had taught. I did remember it;

and though not aware of being very erascible or malevolent, often thought, "If I live to be a man if I don't pay you."

The next school-master I went to, with whom I was rather a favorite, and who frequently took me out with him on shooting excursions, and who was willing to aid me all he could, yet has left me for a week or ten days over a sum in mensuration, till the dust covered my slate, and school was in consequence unpleasant and irksome to me; and I well remember the feeling of triumph I had when I solved one such question at home on Sunday. This cannot occur in the improved mode of teaching, because the attention of the whole is kept awake and in exercise.

It is not every man that possesses knowledge that has a faculty of communicating it. This institution is designed for the acquirement of that faculty. It is an elevated platform from which light, as from the sun in the centre of the system, is to be diffused. It is an electric battery which sends communications in every direction. It is a machine or principle attracting from all quarters the talent suitable for the vocation. And here, and in the general business of education, there should, in my opinion, be no distinction in regard to rank; some of the ablest and most distinguished men of our country, and of every country, have been from the middle and lower classes of society.

> "Worth makes the man, and want of it the fellow,
> The rest is all but leather or prunella."

And this institution will, I hope, produce many to exemplify the truth of this averment, and spread through the Province many that will be a credit and a benefit to it.

I confess that my opinion is somewhat altered since I came here.—Though always in favour of a Normal school, I thought, in accordance with the views expressed by the Bishop of Nova Scotia in a communication from him read here to-day by the chairman, that Halifax was the most eligible place, and that a greater number of pupils would attend there than at any other place. I was not prepared to see such an assemblage of pupils from all parts of the Province as is now before us; one-third of the number was quite as many as I expected to see. But when, instead of about twenty, as I had thought there would be, I see sixty or more respectable and intelligent looking pupils—when I look at the handsome and convenient building, and to the grounds surrounding, I find that I was mistaken, and I acknowledge it.

> "Some self-conceited folks there are we know,
> Who if once wrong would needs be always so."

But I desire not to imitate these, and therefore frankly acknowledge my mistake. In due time I hope there will be a similar institution in Halifax, and in other parts of the Province: but in the mean time I hope, Mr. Chairman, this institution, so promisingly commenced, will prosper under your supervision, and I wish it every success.

In reference to some remarks made as to what might be done for education if it were practicable to apply a certain principle, Mr. Bell said, Mr. Chairman,—Permit me to address a few words to the auditory,—I will not trespass long on their patience—We have heard of a certain something which, if applied, would greatly promote the cause of education—let us come to the point, Mr. Chairman. The thing, or principle, is general assessment. I avow myself an advocate of this principle, considering it the only one which will fully sustain and diffuse education; and as something has been said about pledges, I here pledge myself, as a humble member of the Legislature, to sustain the principle of assessment whenever it shall be brought forward.

Thereafter the meeting was ably and suitably addressed by the Rev. Messrs. Ross, Waddell, Honeyman, Leaver, Dimmock,—A. MacKinlay, Esq., and G. W. McLellan, Esq., M. P. P. The addresses were well sustained throughout, and admirably calculated to diffuse much valuable information relative to the general cause of education. The village Band, which had kindly lent its aid on the occasion, then played the National Anthem, and, after the benediction was pronounced, the meeting broke up.

PROVINCIAL NORMAL SCHOOL.

Principal:

REV. ALEXANDER FORRESTER, D. D.

Teacher of English Department:

C. D. RANDALL, ESQUIRE.

Teacher of Mathematical Department:

W. C. MULHOLLAND, ESQUIRE.

List of Pupil-Teachers entered First Term:

WITH THE COUNTIES TO WHICH THEY BELONG.

Miss Alice Fuller	King's County.
" Joanne Roger	Colchester.
" Amelia Spencer	"
" Mary Kelly	"
" Elizabeth Tupper	"
" Eliza McCurdy	"
" Sophia Christie	"
" Jessie Archibald	"
" Mary Jane Irish	Sydney.
" Janet Crocket	"
" Sarah Scott	Guysborough.
" Sarah Richardson	Cape Breton Cy.
" Rebecca O'Brien	Hants.
" Christina McPhee	"
" Christina McDonald	Sydney.
" Isabella McNeille	Cape Breton Cy.
" Mary Ann Stephens	Colchester.
" Mary Esther Fulton	"
" Mary Ann Hodges	Kings.
" Hannah Layton	Colchester.
Mrs. Campbell	Pictou.
Miss Ann Archibald	Halifax.
" Augusta Messenger	Yarmouth.
" Jane Gowe	Lunenburgh.
" Antoinette Dimmock	"
" Sarah Faulkener	Hants.
" Sarah Smith	Sydney.
" Sarah Johnstone	Colchester.

Miss Christina Ross	Colchester.
" Harriet Blair	"
" Rachel Tupper	"
Mr. Robert Kennedy	Guysborough.
" Jeremiah Willoughby	Halifax.
" James Forbes	Guysborough.
" William Parker	Halifax.
" John Forbes	Guysborough.
" Ewen McNeille	Cape Breton Cy.
" Donald Stewart	Guysborough.
" Norman McKenzie	Cape Breton Cy.
" Jonathan McKinlay	Colchester.
" David Langell	Pictou.
" Henry Waddell	"
" Howard Archibald	Colchester.
" John McGrath	"
" Joseph H. Webster	Kings.
" Hez. McEwan	"
" James O'Donnell	"
" John Mackintosh	Pictou.
" Joseph C. Coxe	Kings.
" Mr. John Frazer	Cape Breton Cy.
" Philip Frazer	" "
" John Morrison	Victoria, C. B.
" John D. Murray	Pictou.
" Donald McAulay	Victoria, C. B.

The above list, along with the pupils admitted according to the act by paying fees, makes the whole sixty-seven.

The Superintendant of Education begs to intimate that the second or summer term of the Normal School, will commence on the first Wednesday of May, 1856.—N. B. None are admitted after the first week.